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ABSTRACT

This manual, prepared by a distributive education (DE) class at Delaware State College, was designed for use by DE teacher-coordinators who teach communication skills. Included are lessons, activities, and resource materials relating to the following communication skills: functional speaking, written communication, telephone etiquette, customer greetings, nonverbal communication, and listening. The study unit is presented in a series of self-contained sections, allowing the teacher-coordinator to teach the whole as a comprehensive unit or parts as review or as short, supplemental units. (JM)

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CS 501 541

PREFACE

It is through the transmission of thought belief, opinion and information, through the use of words, letters and messages, that we shape our relations with others. The communication of ideas has never been more necessary.

Underlying all effective communications are two prerequisites, a knowledge of your subject or understanding of the purpose of your message and the ability to express yourself clearly, correctly, completely and courteously.

Mental attitude, tone, psychological approach, timing, expression, methods of presentation all are vital to successful communications.

Bear in mind, "The keystone of all your relationships in communications, is your personal integrity." Well developed communication skills are especially critical to the advertising or a sales demonstration, to customers or to employers, those who plan careers in marketing and distribution will be constantly communicating. This publication is designed for use by the DE teacher-coordinators who must teach these skills, and include lessons, activiiies, and resource materials relating to specific communications skills which the DE student should master. The unit is presented in a series of self-contained sections or mini-units, allowing the teacher-coordinator to teach the whole as a comprehensive unit or parts as review or supplemental mini-units directed at meeting the specific needs of the particular class.

This manual was prepared through the combined efforts of the Distributive Education class of 1976, Delaware State College, under the direction of Dr. Raymond J. Grandfield, Teacher-Educator.

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NE 007 982

Topic: Communication Functional Skills

Grade Level: 11 & 12

Aim

The purpose of this unit is to acquaint the student with the five basic functional speaking skills:

I. Force
II. Diction
III. Pacing
IV. Range
V. Quality

This is a theraputic approach to improving a student's communication skills. If practiced and mastered, the student will become more confident, more forceful speaker, and in general have a better handle on his speaking faculties.

At the end of this unit the student will be able to:

1. Through force demonstrate how to control, exhale and project his voice through out the room without straining.

2. Distinguish by example between enunciation and pronunciation, listing three examples of words that are sometimes pronounced incorrectly and listing three examples of words that are just improperly enunciated.

3. Demonstrate variety in vocal movement by changes in rate, rhythm, and pauses in speech.

4. Vocalize pitch inflection and melody pattern

5. Illustrate and point out how emotions and front forward placement of sounds play an important part in the production of tone quality.

Introduction

Why should you want to be self-confident? Who wants to become more poised? Who needs more friends? Who need a better income? And above all why should you contribute to the happiness of your fellowman? You, you and you are the future builders of our state, our country, and our nation. What will you say when it's your time to speak? Think about it for a moment. This morning we are going to do some impromptu speaking. Before we start speaking, let's try one of our basic functional speaking skills Force.

I. Force. You apply force to your speaking voice by means of volume and emphasis.

A. Volume. The first vocal rule. "Fill the room with your voice." To do this, breath deeply and then exhale slowly. Breathe again, but while you are exhaling slowly, speak and notice how your voice will carry through out the room. Have students practice this until they have filled the room with their voices.

B. Emphasis. Emphasis is used to stress certain words. When you speak, some words are more important than others. The meaning you wish to convey will determine which are the important ones. Have the students write the following sentence seven times, stressing a different word each time:

Would you like this one, madame, or would you like that one?
Does the meaning change each time? List your different meanings.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

II. Diction. The second functional skill

In the field of communication the word "diction" is used to include distinct enunciation and acceptable pronunciation. It is important to know the difference between the two terms.

If someone articulates the word REMARK' DISTINCTLY as RE' MORK, his enunciation may be perfect, but, his pronunciation is unacceptable for two reasons. He misspelled the accent and he substituted ORK for ARK.

ENUNCIATION, therefore, is concerned with distinctness and audibility of sounds, whereas, pronunciation concerns on the acceptable selection of sounds and accents.

A. ENUNCIATION. Enunciation is the manner of articulating vowel and consonant sounds distinctly by means of the tongue, teeth, lips, lower jaw, and soft palate. IF YOUR ARTICULATORS ARE SLUGGISH, your enunciation will be indistinct. If your ARTICULATORS ARE ACTIVE, your vowel sounds will be full and your consonant sounds will be crisp.

B. PRONUNCIATION. Pronunciation is the expression of sounds and accents of words in connected speech and in conformity with acceptable standards. From this definition four key ideas arise--

SOUNDS
ACCENTS
CONNECTED SPEECH
ACCEPTABLE STANDARDS

The basic sounds in words are vowels and consonants. Mispronunciation occurs when vowels or consonants are added, omitted, or substituted. Words can be mispronounced hhen sound are added, such as: (have students identify whether vowels or consonants are added, omitted, or substituted).

ARTHURITIS	For	ARTHRITIS
TCHICAGO	For	CHICATO
IDEAR	For	IDEA

Words can be mispronounced when sounds are ommitted, for example (have students identify correct pronunciation and explain).

ALUMNUM	For ALUMNIUM
LIBARY	For LIBRARY
HONORBUL	For HONORABLE

Words can be mispronounced when sounds are substituted, (have students identify correct pronunciation and explain).

FEBYUARY	For FEBRUARY
DEM	For THEM

Accent refers to stress placed on a syllable. In some words the pronunciation is equally correct when the accent is placed on one or another of the syllables. We will discuss misplaced accents. Some examples are: (have students identify correct pronunciation and explain).

MU'SE UM	For MU SE'UM
DE'TROIT	For DE TROIT'
THE A'TER	For THE'A TER

III. Pacing. The third functional skill.

A good salesman develops variety in pacing. When we speak of pacing, we mean more than speed. We mean vocal movement in general, and including changing rate, rhythm, and pauses.

A. Rate. Your rate of speaking is determined by the number of words you say in a given period of time.

Your Personality Is A Determining Factor. By nature you may be either quick or slow in most of the things you do. If you're the race horse type, you may need to slow down your rate of speaking. If your rate is that of the plough-horse, you need a greater zesf for communication. Runaway salesmen leave listeners behind. Plodding salesmen may put people to sleep.

Your sales material may make a difference. You deliver simple sales information at a faster pace than information which is dignified or complex. In either case, look for opportunities where you may either slow down or speed up.

Your customers are important. You can talk faster to a customer who is already familiar with your product than you can to one who is unfamiliar with your product. When you want your customers to get a thorough understanding, for example, you explain how to operate a calculator more slowly to a group of sixth graders hearing it for the first time than you do to a group of math instructors.

The acoustical situation must be taken into account. The larger the listening area, the more slowly you should speak.

B. Rhythm. Rhythm is a recurring pattern of light and heavy sounds. In music, rhythm is based on a beat. Dance music must have a steady, regular beat. It may be slow or fast, but, it must be constant. Otherwise, the dancers could not follow it.

Dance music is sometimes monotonous to listen to. For listening, variety in the rhythm creates more interest. Rhythm in music expresses mood, and a change in rhythm marks a change in mood.

In speaking, changes in rhythm serve the same purpose. First the dominant mood of the speech is established.

Frequently, the mood is changed for dramatic effect. With each change in mood comes a change in rhythm.

C. Pauses. A pause is an interruption in the continuing flow of words, and therefore is an important way to change pace. Some pauses are unavoidable. Some are unplanned, and some are carefully thought out.

Pausing for breathing in necessary. The confident public speakor who has developed the habit of filling the room with his voice gives little thought to the pause he takes for breathing. However, at times these pauses must be considered in advance.

Pausing to collect thought prevents the appearance of mechanical delivery. Customers do not mind if you occasionally stop to make sure of what you are going to say next or to search for the right word. The unplanned pause should not occur too frequently, or the pace will bog down. When these pauses occur, do not fill them with meaningless sounds such as "er, ah, um."

Pausing for meaning helps to clarify. The more complicated the meaning, the more often the speaker must pause. These are planned pauses to give the audience time to understand and assimilate the new material.

The most effective way to pause for meaning is to divide sentences into thought-groups. A thought group may be a single word a phrase, or a clause.

Pausing for dramatic effect intensifies the impact of the statement. A pause before or after an important idea or an emotion is an effective way to highlight a dramatic moment. Would you like the black one..... or the red one?

IV. Range. The fourth functional skill.

The range of your voice covers more than how high or how low you can talk. Range includes pitch, inflection and melody pattern.

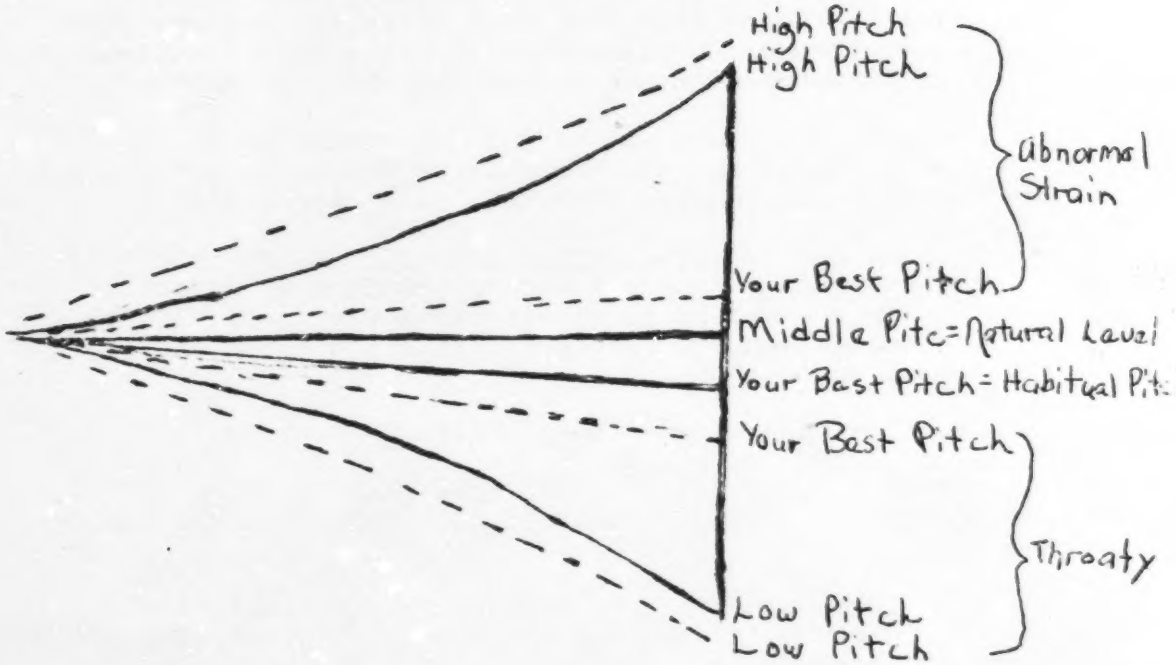
Pitch. Your voice is capable of many different pitches. How high or how low you can go depends upon the size of your vocal cords.

Long, thick ones----the lower the range of your voice.
Short, thin ones----the higher the range of your voice.

Since you cannot change the basic size or shape of the cords, the next best thing is to learn to use the range you have.

You can learn to pitch your voice properly by considering three positions within your natural range--your middle pitch (which is in between your highest and lowest), your best pitch, and your habitual pitch.

Your best pitch around which you build your rising and falling inflections, should be slightly below your middle pitch. This best pitch should become your habitual pitch. If your habibual pitch is too high, your upper range will sound strained on a rising inflection and tend to get nasal. If your habitual pitch is too low, your lower range will sound tight on a falling inflection and tend to be throaty.



When you call loudly to someone from a great distance, do so with increased abdominal force, but to avoid possible strain do not use the upper range.

When engaging in highly emotional communication, use a more intense quality if proper, unless an acting situation demands it. Do not use the upper range too much. Strain may possibly result.

Inflection. Inflection is a change in pitch which is accomplished by a vocal glide on a word or syllable. It can be falling, rising, or a combination of both.

A falling inflection is normally used to make a statement. It suggests confidence, assurance, and authority. Too many falling inflections may suggest an egotistical or overbearing person.

Arising inflection is normally used to ask a question. It suggrsts doubt, uncertainty, and indecision. Too many rising inflections may suggest a lack of confidence. A common fault many adolescents have is the use of a rising inflection when making a statement. It seems as though the speaker were trying to elicit from his listener a yes-yes nod of the head. This misuse of the rising inflection should be avoided.

Combinations of inflection can be either rising-falling or falling-rising. They can be used effectively to suggest subtle meanings. When Mark Anthony in "Julius Caesar" says, "Brutus is an honorable man," something less than honorable is detected on the rising-falling inflection. Whey Shylock in "The Merchant of Venice" says, "Hath a dog money?" something more than dog is inferred in the falling-rising inflection.

Melody Pattern. A succession and mixture of all kinds of vocal inflection is called a melody pattern. If a speaker's melody pattern sounds conversational, we say that he is being natural. If it doesn't we say that he is speaking in an artificial or mechanical way.

V. Quality. The fifth functional skill.

The quality of your voice comes from resonance and timbre, the rich vibrations and overtones which intensify and enliven vocal sounds. These quality characteristics are produced by physical means, but your emotional reactions can influence you physically.

Emotional reaction. If you are in good emotional state, with a minimum of fear and a maximum of enthusiasm, the quality of your voice will convey your well-being. Fear tenses and constricts the muscles of your speaking apparatus. All the knowledge in the world of vocal anatomy and its operation helps little to improve your voice quality until you have acquired a reasonable amount of self-confidence through successful experience. A lack of enthusiasm is equally disastrous. A speaker, reader, or actor without enthusiasm, without motivation, without a genuine desire to communicate, is little more than a physical robot. Remember that a voice doesn't talk--a person does. Therefore, put your whole being into what you are doing, and the emotional quality of your voice will improve.

Your Physical Mechanism. When your emotional reactions are appropriate, you can improve your voice quality physically by full, deep breathing, a relaxed larynx, an open throat, and front-forward placement.

Full, deep breathing is essential to good voice quality. A generous supply of air is necessary to support the tone initiated by the vocal cords. If you want your vocal motor to hum, you've got to give it some gas.

Relax. Relax your larynx to avoid a pinched tone which sounds unpleasant and may produce hoarseness. But don't go to extremes. Your vocal cords must be tensed sufficiently to produce a pure tone which leds itself to better resonance. Overly relaxed vocal cords permit air to escape, which results in a breathy quality of the overall tone.

Tc achieve an open throat, try yawning.

Front-forward placement is important. The only sounds in American speech that should go through the nose are m, n, and ng. Therefore, direct all other sounds out front-forward from the mouth only.

As an experiment, say "Sing." Say it again, holding your nose shut. Do you notice how much tonal quality has been lost? Now say "Ho." Repeat it, holding your nose shut. If you lose quality this time, it shows that part of the sound has been coming through your nose. You have achieved complete-front-forward placement. Keep trying until all of the "o" sound is directed out front-forward.

Words to try while holding nose:

Moon	Hall
Tune	Go
Noon	Play

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Lamers and Staudacher. The Speech Arts. Teachers edition Lyons & Carnahan, Inc., 1966.

III. Written Communication Skills

SPELLING

Through a study of spelling, students should learn to spell words that are needed for effective business writing. Remember these two things: (1) learn to spell as many words as you are likely to use, (2) develop the "dictionary habit."

Common Words Frequently Misspelled

1. absent - missing
2. buried - covered
3. cushion - soft
4. describe - explain
5. elementary - relating to first principals
6. launch - open
7. penetrate - pierce
8. popular - pleasing to the people
9. suspense - state of uncertainty
10. tragedy - dreadful happening
11. universal - all
12. wonder - cause of surprise
13. wooden - clumsy
14. dumsy - lacking in skill or grace
15. academic - relating to school
16. aptitude - capacity or ability
17. arrival - coming to a place
18. attract - allure
19. barrier - obstacle obstructing progress
20. because - since

21. behavior - conduct
22. bouquet - bunch of flowers
23. carefully - excute with care
24. carton - a box with an attached cover
25. community - public
26. conceal - hide
27. concentrate - direct toward common center
28. elegant - graceful
29. fuel - heat-producing substance
30. furnish - to give
31. ideal - standard of perfection
32. identical - exactly alike or equal
33. identity - personal
34. journal - daily record
35. license - permission
36. opinion - notion
37. sacred - holy
38. pursuit - occupation
39. arouse - stir up

Words Commonly Confused

1. advice - recommendation concerning a decision
   advise - to give advice; recommend
2. affect - to produce an affect upon; influence
   effect - immediate result; outcome
3. among - surrounded by
   between - comparison of two

4. angel - a spiritual being
   angle - sharp corner

5. ant - an insect
   aunt - a sister to one's father or mother

6. assistance - help or aid
   assistants - those who aid

7. attendance - the number of persons attending
   attendants - those who accompany

8. beside - by the side of
   besides - over and above; in addition to

9. cereal - food stuff of grain
   serial - arranged in series

10. choose - to make a choice of; select
    chose - past tense of choose

11. coma - a state of profound unconsciousness
    comma - a mark of punctuation

12. cooperation - collective action
    corporation - a body of associated persons

13. deceased - dead; dead person
    diseased - sick; ailing

14. desert - abandon
    dessert - course served at the end of a meal

15. dew - moisture condensed on the surface of cool objects
    due - owed or owing; payable
    do - achieve

16. feat - a deed of skill, courage, or ingenuity
    feet - plural of foot
    fete - a festival; feast

17. flour - finely ground meal of cereals
    flower - bloom or blossom

18. foreward - a preface
    forward - ahead; onward

19. guessed - formed an opinion without sufficient evidence
    guest - person entertained; visitor

Words commonly confused (cont'd)

20. instance - suggestion; example
instants - moments

21. lean - thin
lien - charge upon property for the satisfaction of a debt

22. marry - to wed
merry - laughingly gay

23. overdo - to do too much
overdue - past due

24. pole - long slender piece of material
poll - pertaining to voting
pool - small and deep body of water

25. principal - chief; capital sum
principle - role; general truth

26. profit - to gain
prophet - one who foretells

27. propose - to suggest
purpose - definite aim

28. quite - in a state of rest
quit - stop

29. suit - garment
suite - apartment

30. therefor - for that, for it
therefore - consequently

31. weather - state of atmosphere
whether - indicating alternatives

32. desert - a dry, sandy area
dessert - a course at the end of a meal

33. duel - a fight, contest
dual - double

ABBREVIATIONS

Mastery of abbreviating techniques helps the correspondent to achieve his message - clarity aim. It is important for the business writer to know the situations where abbreviating would be correct. One important aspect of abbreviations is that they are used to save space. They should be used sparingly in letters and the narrative parts of business reports. Study the following principles for a better understanding of modern abbreviations.

Titles Before Names

The following are exceptions and are always abbreviated: Mr., Messrs., Mrs., Dr., and St. for "Saint."

Example - Mr. James Johnson
Mrs. Jack Jones

Titles After Names

Titles written after names are always abbreviated: Esq.; Jr.; Sr.; and academic, professional, and religious titles - B.A. (Bachelor of Arts); M.D. (Doctor of Medicine); D.D. (Doctor of Divinity)

Titles Before Surnames Only

A title written before just the last name of a person is written in full.

Example - Professor Wright
Governor Tribbitt

Titles Before Full Names

A full name is a surname (last name) with a first name or an initial. When a title precedes a full name the abbreviated form is preferred.

Supt. J. Tom Black
Prof. A. Jack Williams

Chemical Symbols

Chemical symbols and formulas are not followed by periods.

O (oxygen) Fe (iron) H_2O (water)

Other Abbreviated Words To Remember

1. A. D. is written before the year.

   Example: AD 500

2. B. C. is written after the year.

   Example: 500 BC

Important Abbreviations and Symbols

3. A.A. - Associates in Arts
4. A.B. - Bachelor of Arts
5. ABC - American Broadcasting Company
6. a/c, acct - account
7. ack - acknowledgment
8. ad - advertisement
9. adm - administration
10. a.m., AM - before noon
11. A.M. - America; American
12. AMA - American Medical Association
13. amt. - amount
14. ans. - answer; answered
15. apt. - apartment
16. assn., ass'n - association
17. asst. - assistant
18. AST, AT - Atlantic Standard Time
19. attn., atten. - attention
20. atty. - attorney
21. Ave., Av. - Avenue

22. avg., av. - average

23. a.w.o.l., AWOL - absent without leave

24. B.A. - Bachelor of Arts

25. bal. - balance

26. bk. - bank; book

27. b/l - bill of lading

28. bldg. - building

29. blvd. - boulevard

30. Bro. - Brother

31. Bros. - Brothers

32. B.S. - Bachelor of Science

33. B/S - Bill of Sale

34. bus. - Business

35. bx. - Box

36. c, Copr. - Copyright

37. ¢, c., ct. - cent (s)

38. c/ - case(s)

39. caps. - Capital Letters

40. cat. - Catalog

41. CBS - Columbia Broadcasting System

42. cc, cc. - Carbon Copy

43. CH - Clearing House

44. chem. - chemical, chemistry

45. chg. - charge

46. ck. - check

47. co. - Company
48. con. - Continued
49. coop, co-op. - cooperative
50. Corp. - Corporation
51. C.P.A., CPA - Certified Public Accountant
52. cr. - Credit; creditor
53. cust. - customer
54. D.A. - District Attorney
55. DC, D.D. - District of Columbia
56. dir. - director
57. D.L. O. - Dead Letter Office
58. doz. - dozen
59. Dr. - Doctor; Drive
60. DST, D.S.T. - Daylight Saving Time
61. dz. - Doctor of Sacred Theology; dozen
62. E - East
63. ea. - each
64. educ. - Education, al
65. e.g. - for example
66. enc., encl. - Enclosure(s)
67. et. al. - and others
68. etc. - and so forth
69. ex. - example; extra
70. exec. - executive
71. Fifo - First in, First out (Merchandise)

72. fl. oz. - fluid ounce

73. f.o.b. - free on board

74. ft. - fort

75. ft. - foot or feet

76. F.Y.I. - for your information

77. gal. - gallon

78. Gen. - General

79. Gov. - Governor

80. govt. - government

81. hr. - hour

82. ib., ibid - in the same place (footnote)

83. in." - inch(es)

84. Inc. - Incorporated

85. init. - initial

86. inv. - invoice

87. IOU - I owe you

88. ital. - italics

89. lb. - pound

90. lc. - lowercase

91. Lifo - last in, first out (merchandise)

92. M.A. - Masters of Arts

93. mdse. - merchandise

94. Maj. - Major

95. meas. - measure, ment

96. memo - menorandum

97. Messrs., MM. - Misters (Messieurs)

98. Mfg. - Manufacturing

99. misc. - miscellaneous

100. mkt. - market

101. m.o. - money order; mail order

102. m.p.h. mph - miles per hour

103. Mr. - Mister

104. Mrs. - Mistress or Madam

105. Ms. - Miss or Mrs.

106. M.S. - Master of Science

107. NBC - National Broadcasting Company

108. NEA - National Educational Association, National Editorial Association

109. NL - Night letter

110. N.P. - Notary Public

111. N.S.F. - Not sufficient funds (banking)

112. paren. - parenthesis

113. PBX - telephone switchboard

114. pd. - paid; passed

115. pkwy. - parkway

116. p.m. - afterooon

117. P.O. - Post Office

118. P.O.W. - Prisnor of War

119. Pres. - President

120. prin. principal

121. P.S.T., PST - Pacific Standard Time

122. P.T.A., PTA - Parent-Teacher Association

123. qt. - quart

124. qty. - quantity

125. r - Registered in the U.S. Post Office

126. rd. - road

127. R.F.D. - Rural free delivery

128. R.N. - Registered Nurse

129. ROTC - Reserve Officers' Training Corps.

130. RR - Railroad

131. R.S.V.P. - Please reply

132. Rte., Rt. - Route

133. R/W - Right of way

134. sec., secy. - secretary

135. Sen. - Senate; Senator

136. Sr. - Senior, senor, sister

137. SRO - Standing Room Only

138. SW - Southwest

139. TB - Tuberculosis

140. tbsp., tbs., t. - tablespoon(s)

141. temp. - temperature; temporary

142. thou. - thousand

143. 3-D - three-dimensional

144. Treas. - Tr., Treasurer; Treasury

145. tsp., t. - teaspoon

146. TV - television

147. univ. - university; universal

148. U.S. - United States

149. U.S.A. - United States of America

150. VHF - Very high frequency (television)

151. VIP - Very important person

152. vol. - volume

153. v.v. - vice versa

154. W - West

155. WAVES - Women Accepted for Volunteer Emergency Service (Navy)

156. wk. - week

157. YMCA - Young Men's Christian Association

158. YWCA - Young Women's Christian Association

Days and Months with Abbreviations

1. Sunday - Sun.
2. Monday - Mon.
3. Tuesday - Tues.
4. Wednesday - Wed.
5. Thursday - Thur.
6. Friday - Fri.
7. Saturday - Sat.
8. January - Jan.
9. February - Feb.
10. March - Mar.
11. April - Apr.
12. May - Same
13. June - Same
14. July - Same
15. August - Aug.
16. September - Sept.
17. October - Oct.
18. November - Nov.
19. December - Dec.

Two Letter Zip Abbreviations - For use with Zip Code

Alabama	- AL	Minnesota	- MN
Alaska	- AK	Mississippi	- MS
Arizona	- AZ	Missouri	- MO
Arkansas	- AR	Montana	- MG
California	- CA	Nebraska	- NE
Canal Zone	- CZ	Nevada	- NV
Colorado	- CO	New Hampshire	- NH
Connecticut	- CT	New Jersey	- NJ
Delaware	- DE	New Mexico	- NM
District of Columbia	- DC	New York	- NY
Florida	- FL	North Carolina	- NC
Georgia	- GA	North Dakota	- ND
Guam	- GU	Ohio	- OH
Hawaii	- HI	Oklahoma	- OK
Idaho	- ID	Oregon	- OR
Illinois	- IL	Pennsylvania	- PA
Indiana	- IN	Puerto Rico	- PR
Iowa	- IA	Rhode Island	- RI
Kansas	- KS	South Carolina	- SC
Kentucky	- KY	South Dakota	- SD
Louisiana	- LA	Tennessee	- TN
Main	- ME	Texas	- TX
Maryland	- MD	Utah	- UT
Massachusetts	- MA	Vermont	- VT
Michigan	- MI	Virginia	- VA

Virgin Islands - VI

Wasington - WA

West Virginia - WV

Wisconsin - WI

Wyoming - WY

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CASE PROBLEMS

1. How well do you remember names after introduction? Six of your classmates will select assumed names and introduce themselves to you. You may ask one question of each as you try to fix the name in your memory. Then introduce each one to another student.

2. Jack Thompson is temporarily employed in the appliance section at Dimes Discount City. An angry customer comes into the department with a clock that doesn't keep the correct time that she purchased from another salesclerk who said that the clock was guaranteed by the stock to keep the correct time for 3 months. Apparently, this information was not correct. The customer proceeds to take her anger out on Jack.

   A. What should Jack say to the customer?

   B. What can the clerk do to retain the customer's business?

3. Dora Greene is busy typing an important report for her boss when she receives a telephone call from her friend Charlene Wright. Charlene wishes to find out about an upcoming event that is being planned by a club they are in together. Charlene knows that Dora is on her first job and may not realize that personal calls during office hours are not looked on with favor by management.

   A. What should Dora say to Charlene?

   B. Why are personal calls usually taboo during office hours?

RULES FOR IMPROVING COMMUNICATIONS

The American Management Association refers to the following rules as the Ten Commandments of Good Communication:

1. Seek to clarify your ideas before communicating.
2. Examine the true purpose of each communication.
3. Consider the total physical and human setting whenever you communicate.
4. Consult with others, where appropriate, in planning communications.
5. Be mindful, while you communicate, of the overtones as well as the basic content of your message.
6. Take the opportu-ity, when it arises, to convey something of help or value to the receiver.
7. Follow up your communication.
8. Communicate for tomorrow as well as today.
9. Be sure your actions support your communications.
10. Seek not only to be understood but to understand - be a good listener.

Editing Symbols

Add space #	We should get underway by noon tomorrow.
Cap letter cap or ≡	She selected an unusual oriental rug at Clossoms.
Close up space ⌒	Letters of good will exert great influence today.
All caps ≡	He requested a copy of Economics by Morganroth.
Delete (take out) ⧸	The morning sessions begin at 9 a.m.
Insert ^	Monday, "We meet on the 15th of June, she said.
Insert parentheses ( )	Take these steps: (1) Assemble a 4-carbon pack;
Insert period ⊙	Your interest is appreciated⊙ Every effort . . . .
Lower-case letter lc or /	She received a set of exquisite /china as a gift.
Move left [	[Your interest is nor new product is very . . . .
Move right]	Yo]ur interest in our product is very gratifying . . . .

Paragraph ¶	...on your next visit. ¶ Please let me know . . .
Transpose tr or ⌒	Ask Rita to back order the four last items on the list.
Underline itial or _____	He is an editor for Reader's Digest, or so he says!

IV. Telephone Etiquette

Topic: Using Etiquette On A Telephone

Method: The Socratic Method

Level: All Ages

Aim

People will develop some awareness on who to use the telephone. Most people will learn that these techniques will come with practice, on a telephone; learning what you don't say on a telephone and what you do say on a telephone.

Inroduction

Do you know how to use the telephone? Most people aren't aware that when you talk direct on a telephone; you speak different from talking to someone face to face. Haven't you heard the old saying, "Your first impression is your last impression." This also applies to people talking on a telephone. So at all times use your best manners on a telephone.

Contents

Listed below are the do's and don'ts that should be applied when using the telephone:
Objectives by phone of some helpful do's and don'ts

Don't Say:	Do Say:
"Who is this?" "Who's calling?" "Who are you?"	"May I ask who is calling, please? "May I tell him who is calling, please?" "May I tell him who called, please?" "May I take a message for him, please?" "May I have him call you?"
"What's your name?"	"May I have your name, please?" "I am sorry, but I did not get get your name." "I'll be glad to help you. May I ask who's calling?"

"What's the address?" "What's your telephone number?"	"May I have your street address, Mr. Jones?" "May I have your telephone number, Mrs. Smith?"
"What do you want to talk to him about?" "What information do you want?"	"Mr. Jones is not in his office, May I help you?" "May I help you?"
"You'll have to check with our Credit Department." "You'll have to talk to Smith about that." "I don't know anything about that."	"Our Credit Department handles that. May I transfer you?" "Mr. Smith handles that. May I transfer you?" "I'm not sure I understand your problem, Mrs. Jones."
"Speak up, please."	"I'm sorry I cannot hear you. Could you speak a little louder, please?"
"We can't do that for you until tomorrow."	"I'm sorry, but we won't be able to do that for you until tomorrow. Will that be satisfactory?" "We'll be able to schedule this for you tomorrow."
"You didn't talk to me." "I didn't take your call."	:I'm sorry, Mrs. Smith, some other clerk must have talked to you on this, but I'll be glad to take care of it for you."

Don't Say:	Do Say:
"If you don't send in your stub we don't know where to apply the payment."	"We would appreciate it if you would send the stubs with your checks so we can apply the payments properly."
"Your bill is in IBM now."	"I'm sorry, but your account is in our Billing Dept. now. Can we call you in a few days about it Mrs. Brown?"
"You'll have to pay _____." "You are charged _____."	"Your balance is _____." "There is a charge for _____."

"You'll have to bring in your bills."	"It would help clarify this if we could go over your bills and receipts with you, Mr. White. Could you bring them along the next time you call at our office?"
"Wait a minute?" "Just a minute." "Hold the line." "Hold on."	"Would you please hold the line a moment while I check this for you?" "It will probably take a few minutes to check that for you. Would you like to wait, or may I call you as soon as I get it for you?"
(after keeping someone waiting on the line) "That went out this morning."	"Thank you for waiting, Mr. Smith." "I'm sorry to have kept you waiting so long, Mrs. Jones."
"Tell Mr. Smith to call Mr. Brown."	"Will you ask Mr. Smith to call Bob Jones, please?"
"He's in conference _____."	"He's in a meeting _____." "He's talking on another line." "He's talking to someone else just now, may I help you, or may I have him call you?"

OBJECTIVE BY PHONE IN TALKING ABOUT PERSONS IN YOUR ORGANIZATION, DO NOT SPEAK IN SMALL TERMS WHEN REFERRING TO CO-WORKERS.

For example:

Do not refer to individuals as:	Instead refer to them as:
"Our man that does the buying."	"Our purchasing department."
"Our bookkeeper."	"Our accounting department."
"Our salesman."	"The samesman who handles your account."
"The man who does the hiring."	"Our personnel department."

AVOID THE FOLLOWING EXPRESSIONS:

Bye Bye
Be seeing you
To be truthful
Oke Doke
Goodbye now
All righty
We don't know whether we are coming or going
Yah
Okay

Summary:

It is important to remember the do's and don'ts on a telephone. Especially remember that, when you are called upon to take a message for someone in the office you are representing that company. Avoid using unpleasant sounds on a telephone, such as, chewing gum, talking with a pencil in your mouth, and eating food, while on the telephone.

Evaluation:

Each person will take a self-test, by judging his or her weakness, while being seated in front of a mirror.

FOOTNOTED BY SOME HELPFUL DO'S AND UNHELPFUL DONT'S BY BELL SYSTEM

ALWAYS PUT YOUR BEST SELF FORWARD

You will be best understood if you hold the mouthpiece as close to your lips as possible without touching and speak directly into it in a normal tone of voice. If you want your callers to "hear" your charm, your voice should always be warm, friendly, sincere and an invitation to the caller to call again. Only you have complete control over what you say and how you say it. Always remember what comes out of the telephone depends on what you put into it. Have a voice that always smiles!

When your boss is busy on another call -

Explain the situation to the caller and suggest a call-back or ask if the caller wishes to wait.

If the caller wishes to wait, remember to give frequent progress reports.

Give your boss a memo with the caller's name if you know it is someone who should not be kept waiting.

Offer to help the caller if you feel the boss is in a lengthy conversation.

When your boss is not in-

Your presige increases when you relieve your boss of matters you can handle and when you give definite information and offer positive action.

Avoid the use of vague statements such as "She is not in" or "He's somewhere in the building." They only force the caller to ask further questions and dig for information. This is irritating and wastes time.

A good secretary never gives out information such as:

"He's not in yet (at ten in the morning) "She's gone for the day" (at three in the afternoon), "He's out for coffee," "She's in conference and can't be disturbed."

If you are going to take a message or assist the caller, say, for example: "Mrs. Martin will not be in today, may I take a message?"

"Miss Jones is handling his calls while he's on vacation. Would you like to talk to her?"

When it is necessary to screen a call, be sure to do it properly. This is a business procedure which can cause the loss of goodwill and be a source of irritation to the caller. A good way to ensure caller satisfaction is to offer (1) a complete explanation and (2) immediate assistance and/or a call-back. Here are some helpful suggestions to help you screen calls effectively.

If your boss accepts all calls but wishes to know the name of the caller before being connected-

Say something like "May I tell him who's calling please?" Avoid the challenge "Who's calling?" No matter how good your voice tones, the challenge itself gives an impression of abruptness and discrimination.

LETTERS OF ACCEPTANCE

A personal letter accepting an invitation should convey appreciation and enthusiasm. If the invitation has left certain details-such as time and place - to the convenience of the recipient, the acceptance must deal specifically with these points. Otherwise, a brief note is sufficient.

ACCEPTING INVITATION TO SERVE ON CIVIC OR PROFESSIONAL COMMITTEE OR BOARD

Dear Mr. Camp:

I was both pleased and complimented to receive your letter yesterday. It will be a pleasure to serve on the Planning Committee for "Better Burlington" campaign, and I am looking forward to a pleasant association with you and Mr. Norton in this work.

Your sincerely,

ACCEPTING INVITATION TO BANQUET, LUNCHEON, OR ENTERTAINMENT

Dear George:

I'll be delighted to be your guest at the Businessmen's Club on Thursday, October 12. For several months I have wished that I might hear Carl Heaton's widely discussed talk on "Personality in Selling," and the opportunity to hear it in your company will make it doubly enjoyable.

As you suggest, I shall be in the Claremont lobby a few minutes after twelve. Thanks a lot for thinking of me.

Cordially,

LETTERS OF DECLINATION

Letters of declination should include an expression of regret and an expression of appreciation for the invitation. An explanation of the circumstances that prevent acceptance helps to show that the regret is sincere. The message must combine cordiality with tact.

DECLINING INVITATION TO SERVE ON CIVIC OR PROFESSIONAL COMMITTEE OR BOARD

My dear Mr. Cavanaugh:

Thank you for your kind letter of March 6, in which you invite me to become a member of your Committee on Professional Standards in Advertising.

I should like very much to be in a position to accept the invitation. Unfortunately, my present business duties will not permit me to give such an undertaking the time and consideration it deserves. I want you to know, however, that your invitation is deeply appreciated and that you and your associates have my very best wishes.

Yours sincerely,

DECLINING INVITATION TO BANQUET, LUNCHEON OR ENTERTAINMENT

Dear Bob,

I regret very much that a business trip to Cincinnati, scheduled for the week of October 20-26, will make it impossible for me to attend the Better Business Forum with you on the evening of the 24th.

It was fine of you to invite me, and I'd be delighted to be your guest at the Forum if I were to be in town.

Sincerely,

When your boss wishes to be available only to certain individuals-

You know when he's in meetings, etc. Here a tactful initial question such as "He's not available at the moment, may I tell him who called?" will avoid embarrassment and loss of good will. If the caller is someone with whom your boss wishes to speak, it enables you to add "Here he is now" or "I'll see if I can get iim for you."

V. Customer Greeting

A. Greetings

Expressing courtsey and interest through voice and physical actions is more important than the type of greeting the retail salesperson uses. He should bear in mind the importance of how things are said as well as what is said. In retail selling, there are a variety of suitable greetings. One is the formal salutation such as "Good Morning" or "How do you do." These are appropriate when the customer obviously wants attention, but has not shown interest in any particular merchandise.

1. Service Greeting:

A frequently used-perhaps over used greeting is the service greeting, "Good morning, may I help you?" is a common example. The service greeting is intended to put the customer at east, show salesman's desire to help, and de-emphasize the salesman's desire to sell goods. This greeting is effective when there is some question as to whether the customer wants to be waited on or prefers to look around.

Some other service greetings - "Who's next?" - "Do you want something?" - "Something for you?" - "Anything for you?" - These greetings do not show proper considera-rion for the customer and may prove embrassing to the customer who is just looking around.

The question in the service greeting shouldn't require a major decision from the customer. "Do you want to buy a suit?" is a premature question. The customer is probably not ready to commit himself and such a question may drive him away.

2. Informal Greeting:

An informal greeting is often used in service businesses with a regular customer clientele. The salesperson in a dry-cleaning establishment might say,, "How are you Mr. Smith?" It's good that you brought these suits in today since we have a special on them this week." Customers respond to being treated in a friendly manner, they like to feel that they are recognized and that their business is appreciated.

3. Merchandise Greeting:

A particularly effective greeting is the merchandise greeting. It is usually the best one to use when a customer is looking at merchandise on display. The merchandise greeting refers directly to the goods the customer is looking at and perhaps handling. A saleswoman observing a customer examining a hosiery display might say, "Here's a new shade that goes well with the clothes being worn this fall." Such a comment stimulates the customer's interest and is likely to trigger a response that will get the sales presentation under way.

A very important factor in communications is being well groomed, clean, neat and pressed. People make a first impression on your appearance, and it usually will be their lasting impression.

B. Communication and Human Relations

Human relations is a process. Its name is "communication." Without communication there would be no society, no civilization and no planet.

Verbal communication is being heavily relied upon by small business. The telephone has taken place of letter writing. One phone call may be easier to make than writing a memo. Verbal communication is rapid.

It takes two to communicate, a fact we tend to forget.

1. Be specific in what you say.
2. Say what you mean, clearly and avoid abstractions.
3. Know your facts, don't guess or fake. If you don't know admit it and find the answer.
4. Give full and accurate information when you deal with people.
5. Never underestimate peoples intelligence.
6. Be a good listener.

Oral communication constitutes the most direct and personal type of all communication forms. Don't talk to much and don't be a "know it all," and don't talk to rapidly.

Your facial and tonal expressions mirror your personality and personality dominates oral communication. Contradiction can be nothing but a bad habit. Interruption, the first cousin to contradiction is usually a habit that the offender scarcely realizes he has. Correct yourself by counting to five before you say anything

Your image doesn't reflect well if you insult, show temper or disagree violently.

Speak clearly and distinctly. Greetings that should not be used:

1. "May I help you."
2. "No, we don't got none."
3. "They sell it up the street."
4. "It doesn't look nice on you."

Points to remember:

1. Always compliment the customers choice.
2. If asked for an opinion on color or design, give it but use discretion, be polite.
3. Never say "We ain't got none." Inform the customer that you are temporarily out of stock, or if the store will not be carrying the item, tell the customer that the item will not be carried anymore.

4. Never tell a customer that they can buy or purchase the merchandise "up the street" or at another store.

5. Always treat the customer with courtesy. He or she may be your next employer.

C. Salespeople frequently make the mistake of what they believe to be business English but which is merely a conglomerttion of hackneyed words and phrases. These words and phrases have been used so much that they are dull and lifeless, and some are even grammatically incorrect.

STOCK EXPRESSIONS TO BE AVOIDED

gents	as per
your favor	recent date
near future	at all times
in due course	highest grade
buy (as a noun)	unusual value
greatly in demand	state (for say)
advise (for inform)	inform (for tell)
earliest convenience	same (as a pronoun)
according to our records	an excellent value
proposition (for proposal)	at the present time
contact (for get in touch)	only too happy (for glad)
communication (for letter)	as of (referring to date)
let me call your attention to	guaranteed to give satisfaction

Wingate, John and Carrol a. Nolan. Fundamentals of Selling. 9th ed., 1969, Cincinnati, South-Western Publishing co.

D. Customer Complaints

Objection or complaint? Objection is raised in connection with a buying proposition during a sales talk. A complaint is made after the sale because of dissatisfaction of the goods by the customer, slow delivery or incorrect billing.

There will always be complaints, at some time. Retail salesmen encounter more complaints because of the number of customers they come in contact with, in their daily business of se-ling. Although most complaints are about the merchandise, they often complain that they were shipped the wrong goods or quantity of goods. Or the goods are of poor quality or an inconsiderate salesperson.

Complaints should be handled immediately for the good will of the business. If a complaint is handled with prompt adjustment and a sympathetic word, will give the customer a generally favorable impression and is likely to return to the firm again.

Customers generally take their complaints to the person who sold them the merchandise, although the salesman may not be the person who will eventually make the adjustment.

Some stores have a central complaint office where all complaints are referred. Smaller stores usually use the selling person on the floor and the store manager.

The primary rule to follow in handling complaints is to let the customer get the grievence out of his system. Let the customer talk freely, make no attempt to interrupt or argue.

Some customers will take advantage of a liberal adjustment policy. Unless proven, it should be assumed that the customer has a legitimate complaint.

Another rule for handling complaints is to get all the facts about the cause of the complaint by asking questions tactfully. Even if a complaint is not justified, they will not admit it until the salesperson shows respect for their point of view. Be a good listener.

If there is an adjustment to be made, make it to the satisfaction of both the customer and the store.

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BODY LANGUAGE (Nonverbal Communication)

I. Behavioral Objectives

II. Initiatory Activities

III. Developmental Activities

IV. Evaluative Activities

V. Materials Needed

VI. Bibliography

BODY LANGUAGE

I. Behavioral Objectives

At the end of this section the students will be able to:

1. Identify and give the meanings behind at least 10 different gestures or body positions commonly used by customers

2. Identify* and give the meanings behind at least 10 different gestures or body positions commonly used by sales people

3. List and demonstrate at least five body language signals which every good salesperson should eliminate from his or her behavioral repertoire

4. List and demonstrate at least five body language signals which can be used by salespeople to improve their sales effectiveness.

II. Imitiatory Activities

1. Discussion - The teacher will lead a discussion of the question, "Do we communicate without words?" (1/2 day)

2. Slide presentation - Slides of people in various common business situations will be shown. Each slide will be discussed, with the class deciding what emotion or attitude is being communicated by the individuals in each of the slides. (1/2 day)

III. Developmental Activities

Assignment

1. Students will be asked to pay particular attention in the next few days to the messages which people are conveying without using words, especially in sales situations. Their observation will be discussed later in this section.

2. Handouts will be given out describing common gestures and b ody positions and the meanings generally attributed to them.

*from pictures or drawings

3. Role playing - The class will play a game similar to charades. At first students will be selected singly. Each must take a piece of paper from a hat and then attempt to convey the emotion or attitude given on the slip of paper. As the game progresses, the students will be asked to act out these attitudes as members of groups reacting to each other. Finally, words may be added as the students are asked to adapt certain attitudes within a sales situation. Some samples situations might be: salesman eager, customer doubtful; salesman shy, customer belligerant; salesman confident, male customer (husband) hesitant, female customer (wife) enthusiastic; etc. Those class members not acting must try to guess the emotion or attitudes being portrayed by the actors.

4. Discussion - The class will be asked to comment on its observation or requested in #1 above. Questions to be discussed and answered will be; (a) "Do people convey verbal messages in business situations?" "What are some of these messages?" "Can knowledge of nonverbal communication help us to be better businessmen?" "How?" From your observation, what do the best salesmen communicate non-verbally?" "What do ppor salesman communicate non-verbally?" "Is it possible to say any thing while nonverbally communicating with another?" "What are the consequences of this type of behavior?" "How can I use nonverbal communication to help me be a better businessman?"

5. The class will be asked to find and read at least one book or article each on nonverbal communication and to present a 5-minute synopsis of their reading to the class.

6. From their readings, observations, and discussion, the class will prepare two lists of body language signals. One list will provide the basis for Behavioral Objectives #3 while the other will provide the basis for Behavioral Objective #4.

IX. Evaluative Activities

1. Written quiz- The students will be requieed to list five body language signals to be avoided and five to be adopted by salesmen. This must be completed within ten minutes and without the aid of references.

2. When shown slides of various individuals, the students will be asked to identify and give the meaning behind the predominant body language signal being presented.

3. Each student will be required to demonstrate individually to the teacher the body language signals listed for Evaluative Activity #1 above.

V. Materials Needed

1. Handouts for Developmental Activity #2

2. Slips of paper listing emotions, attitudes, and situations for Developmental Activity #3. Also a hat for drawing.

3. Slides of individuals in various business situations; for use in Imitiatory Activity #2 and Evaluative Activity #2.

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LISTENING

I. Behavioral Objectives

II. Initiatory Activities

III. Developmental Activities

IV. Evaluative Activities

V. Materials Needed

VI. Bibliography

I. Behavioral Objectives

At the end of this section the students will be able to:

1. List at least five ways in which good listening can help make them better business people.

2. List at least three rules to follow to develop better listening habits.

3. Demonstrate improved listening habits through improved performance on listening tests given at the beginning and end of this section.

II. Initiatory Activities

1. Pretest - The teacher will announce that he is going to read something to the class. He will then read a brief selection of his choice. Immediately upon finishing his reading, he will administer a brief quiz on the selection. The students will then grade their own quizes in order to see how well they listened.

III. Developmental Activities

1. Lecture - The teacher will deliver a lecture on ways to develop better listening habits.

2. Discussion - The teacher will lead a discussion based around the following questions: How much of your time do you spend listening? Are you a good listener or a poor listener? What makes a good listener or a poor listener. Do you know any good listeners? Any poor listeners? With whom would you rather spend your time? How can being a good listener help us in business?

3. Homework - The class will be asked to pay particular attention to how well people listen to each other. They will be required to write short accounts of two conversations they observe, noting first how well each participant listened to the others and second what effects the listening behaviors of the participants had on the different speakers. The class' observations and conclusions will be discussed in class.

IV. Evaluative Activities

1. Post-test - Follow the same procedure as used for the pretest using a different reading selection. Results should be significantly better with the students' new awareness of listening behaviors.

2. Quiz - A quiz asking for the items in Behavioral Objectives # 1 & #2 will be given. This may be administered as a part of the post-test or as a separate quiz or quizes.

V. Materials Needed

1. Reading selections for Pretest and Post-test.

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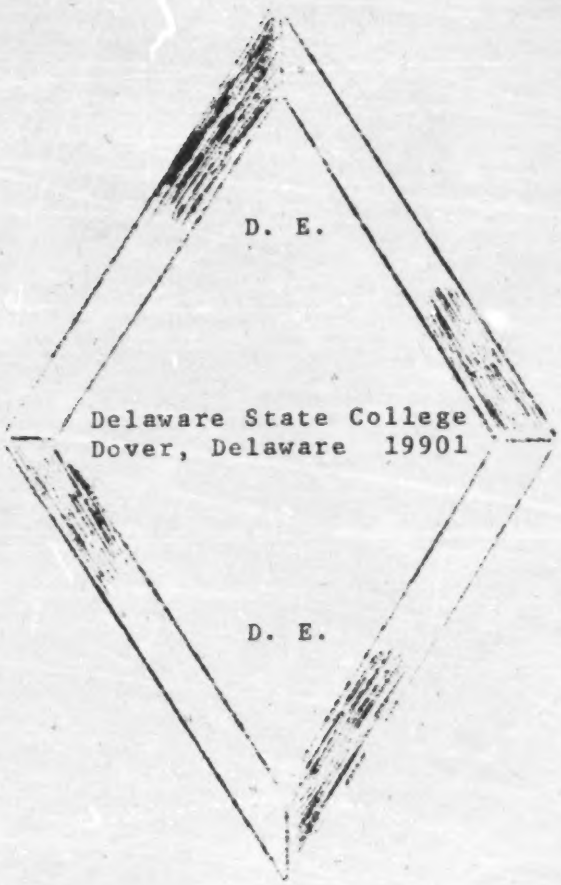
"DEVELOPING FUTURE LEADERS



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